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ABSTRACT

This course outline provides materials for the second course in a series of four courses that are included in a "2+2" curriculum for the occupation of registered nurse. It is part of a planned and articulated 4-year curriculum that spans the junior and senior years of high school and the freshman and sophomore years of the postsecondary institution. Introductory materials include the philosophy and conceptual framework of the nursing curriculum; occupational objectives, occupational descriptions, and curriculum outline; and curriculum and course objectives. Twelve units are provided, each of which consists of a set of competencies, ranging in number from 1 to 13. A sheet for each competency details the terminal objective, enabling objectives, teaching methods, references, equipment/supplies, and evaluation methods. Units deal with the following topics: medical terminology; anatomy and physiology; health care past and present; communication skills; ethical-legal issues; first aid and emergency care; vital signs; infection control and asepsis; safety and mobility; health career math; nutrition; and personal care skills. Other contents include: a line drawing of an instructional facility; list of supplies and equipment; 15-item bibliography; student competency profile; matrix of elements essential to the competencies; and procedural plan for verifying mastery of competencies. (YLB)

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ED324423
2+2 HEALTH OCCUPATIONS PROJECT

A Basic Course Outline
for
Health Careers II (Grade 12)

NURSING

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A Four Year "2+2" Articulated Curriculum
For the Occupation of Nursing

CE 055 675

"2+2 ARTICULATED CURRICULUM FOR HEALTH OCCUPATIONS"

NURSING

HEALTH CAREERS II

A BASIC COURSE OUTLINE

Paris Independent School District
Paris, Texas

Paris Junior College
Paris, Texas

June 1990

2 + 2
Secondary Postsecondary

Articulated Curriculum for Health Occupations

A Basic Course Outline

Grade 12

Nursing

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for

The Texas Education Agency

and

The Texas Higher Education Coordinating Board
Community College and Technical Institutes Division

in cooperation

with the Paris, Marshall and Atlanta Independent School Districts,
Paris Junior College and Northeast Texas Community College

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FOREWORD

These course outlines were prepared for use by postsecondary instructors of the "2+2" articulated curriculum for the occupation of registered nurse. These courses for which these outlines were prepared is a series of courses that are included in the "2+2" curriculum. The "2+2" curriculum developed for the preparation of registered nurses was developed using the career ladder concept and therefore provides exit points for entry into the labor market as a nurse aide, licensed vocational nurse, and registered nurse. The purpose of this basic course outline is:

- To assist secondary "2+2" health occupations instructors in the selection and use of instructional content and instructional technology for an effective instructional program.
- To assist the instructors in the selection of appropriate instructional references and materials.
- To improve the marketable skills of students through the use of occupational competencies stated in objective terms.
- To provide a basis upon which the instructor can progressively build a functional course of study in accordance with the performance standards established by State Licensing Boards, National Certification or accreditating associations, and local employers.
- To provide interested individuals, educational groups, and occupational groups with information regarding the scope, nature, content and educational technology used in education directed toward gainful employment in the field of nursing.

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I would like to take this opportunity to thank the curriculum consultants/writers who worked so hard and gave 110 percent effort, whenever it was needed in complying this "2+2" articulated curriculum for registered nurses.

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OVERVIEW

The "2+2" Articulated Health Occupations Project is a coordinated effort by Paris Junior College, Northeast Texas Community College and Paris, Atlanta, Marshall and Mt. Pleasant Independent School Districts. The resulting curriculum represents a true "2+2" curriculum structured on the career ladder concept. It is a planned and articulated four year curriculum, spanning the junior and senior year of high school and the freshman-sophomore year of the postsecondary institution, which has eliminated overlap and duplication between the secondary and postsecondary health occupations programs. The competency-based health occupations "2+2" curriculum is designed to benefit the student and the allied health industry by providing a more knowledgeable, more highly skilled, and more marketable employee to work in the increasingly technological health environment.

The curriculum was developed through the input of local representatives of the allied health industry (Technical Advisory Committee), representatives from the State Licensing Boards for Vocational and Registered Nurses and the Texas Department of Health. Also representatives from the Texas Higher Education Agency provided valuable input and leadership. The spirit or cooperation between these made the development of this model "2+2" curriculum a reality.

PHILOSOPHY

This "2+2" competency-based articulated nursing curriculum supports and promotes the ideals of health education in secondary and postsecondary institutions. The curriculum is focused to meet the needs of the health industry along with the educational and cultural needs of the student, to reflect the unique needs of the community and to cooperate with the health care industry in promoting quality and excellence in Nursing.

The "2+2" articulated nursing curriculum has been built around five (5) key elements: Person, Society, Health, Nursing, and Nursing Education. In this framework, the person is seen as an integrated multidimensional being comprised of physiological, psychosocial, physical, cultural, and spiritual elements. This person, a complex being with interrelated systems, follows sequential and predictable stages of growth and development throughout the life cycle. As an open system, the person lives in a constantly changing environment, adapting to such change as necessary for survival. This individual is a holistic being, and is a part of a family which constitutes the basic unit of society.

The individual's environment/society is composed of people who share common characteristics, social needs, and physical settings. The person maintains an interdependent relationship with this complex environment/society, in which the give and take of social interactions occurs with family, significant others, and groups. Life experiences also impact the perception, strengths, and abilities of the person.

Health is defined by the individual, and individuals are responsible for their own life choices. Health is conceptualized as a continuum with "wellness and illness" at opposite extremes. Wellness is a continuous state of physical and emotional stability throughout the life span and not merely the absence of disease. Illness is defined as a maladaptive response to stressors and crises which decreases Man's ability to maintain/achieve wellness.

Nursing is an autonomous discipline with a theoretical foundation, which is operational through the application of the nursing process to assess the client and utilize the assessment data to plan, implement, and evaluate an individual nursing care plan for each patient/client. Nursing activities range from the simple to the complex, include teaching and preventive care, and consist primarily of providing direct nursing car based upon the cultural orientation of the patient/client.

Nursing is an interpersonal, therapeutic, and helping process in which understanding and communication are essential. The nurse-patient relationship is a growth process in which the nurse acts as a facilitator to assist the patient and/or family grow in the direction of their choice. Nursing is a relationship that is established purposefully, maintained deliberately and ended with care, based on the individualized needs of the client.

Nursing Education occurs in both a secondary and/or postsecondary institution of learning. Support courses at all levels are crucial to create a well-rounded nursing education, as well as the personal growth of the student. Teaching-learning is an active shared process between the student and the faculty. Learning progresses from the basic to the more complex, from the familiar to the new and from commonalities to differences. Clinical learning is provided in a variety of settings, with clients who provide students with the opportunity to apply theoretical knowledge in the practice environment.

CONCEPTUAL FRAMEWORK

The "2+2" competency-based articulated nursing curriculum utilizes the human needs approach to provide a vehicle for the person who becomes a client/patient. This approach incorporates the nursing process, adapts well to a variety of conceptual frameworks, and has proved successful in building a strong foundation for nursing students.

In this curriculum, a human need is conceptualized as a requirement that allows the person to function and grow. This definition incorporates the full range of an individual's needs - physical, psychological, social, and spiritual - and stresses that nursing involves caring for the whole person, who remains independent and autonomous. In this curriculum human needs are delineated under the categories of safety needs, psychosocial needs, physiological needs, and special needs.

The safety of patients underlies all tasks and interventions, and encompasses both physical and psychological aspects essential for the patient's sense of well-being. This category includes such topics as environmental safety, medication administration, legal/ethical issues, and competence in planning organizing and implementing care.

The category of psychosocial needs reflects the holistic nature of the client and includes the need for identity, good mental health, and a system of values and beliefs. Assessing and meeting these needs require sensitivity and effective communication on the part of the nurse. Topics encompassed in this category include the aspect of growth and development, teaching-learning principles, social-cultural differences, control, dependency, and sexuality.

Meeting physiological needs requires awareness, knowledge, and skill since physiological requirements for health may be overt (oxygenation) or covert (nutrition). Satisfying physiological needs also requires that the nurse coordinate activities of other members of the health care team. Included in this category are the topics of freedom from infection, hygiene, activity/rest/sleep/nutrition/elimination, oxygenation, circulation, fluids and electrolytes, and regulation/sensation.

In addition to the psychosocial and physiological needs, there are special needs that pertain to patients in the care setting. These needs affect the quality of life. Examples of these needs include freedom from pain, grieving and loss, and terminal illness.

In this framework, the student is helped to recognize that nurses also have needs. The most effective nurses are holistically well-balanced individuals who are able to identify their own personal and professional needs and seek healthy ways of fulfilling them.

A problem is defined as the situation that develops when a need is not satisfied; this is the basis of nursing diagnosis and care planning keeping in mind that immediate needs must be met before higher level needs can arise and can give direction to nursing care. For example, the guiding principle in establishing priorities for care is that the nurse must first help the patient meet physiological needs. The nurse may also prevent problems by foreseeing when the fulfillment of essential needs may be threatened, i.e., preoperative teaching to prevent postoperative complications.

Just as no two patients are alike, no condition remains static. Adaptive forces are those elements which help to maintain or restore physiological and psychosocial balance or homeostasis. These forces may be internal (temperature regulation) or external (the use of groups to maintain social stability). The nurse serves as an adaptive force for patients by providing care that answers needs and helps maintain homeostasis. When the patient's adaptive forces and those of the nurse and other care givers are effectively mobilized, the patient becomes healthier and functions better.

OCCUPATIONAL OBJECTIVE(S)

Registered Nurse:

This model "2+2" articulated curriculum for registered nurse is designed to produce an individual, beginning at grade 11 and terminating at grade 14, with skills, knowledge and abilities sufficient to sit for the National Licensure Examination for Registered Nurse and who performs safely and effectively in a variety of clinical settings as a professional nurse within the bounds of the Nurse Practice Act. Graduates will be able to care for patients with multidimensional health care needs/problems.

Licensed Vocational Nurse:

The curriculum is designed to produce an individual capable of using technical skills and providing bedside care for patients of all ages within the bounds of the Vocational Nurse Act. The curriculum will prepare students to sit for the National Licensure Examination for Practical Nurses.

Nurse Aide:

To produce individuals with basic skills and knowledge to provide nursing care as a nurse aide to provide the student with sufficient knowledge and skills to pass a manual skills and written examination administered by the Texas Department of Health for Registry as a Nurse Aide.

GRADE 11 - HEALTH CAREERS I
FOR "2+2" REGISTERED NURSE PROGRAM

Objective:

The student will be provided the opportunity t. develop and demonstrate the beginning level knowledge and skills for the occupation of a registered nurse in the "2+2" Articulated Health Occupations Program.

Course Description:

This is a one-year program that combines academic and clinical experience. Students will receive classroom instruction which includes lecture, classroom laboratory and individualized study, that focuses on the basic knowledge and skills of medical terminology, communication skills, ethical and legal issues, employment skills, safety and mobility, leadership and personal quality concepts and skills. Basic knowledge and skills in anatomy and physiology, first aid and emergency care, vital signs, infection control and asepsis, health career math and patient personal care skills are included. In addition the student will receive clinical experience in a licensed health care facility.

Students must complete this course to articulate to the next level in the "2+2" Articulated Health Occupations Program for the registered nurse.

A 12th grade student may enroll in this course, but would not be eligible to pursue the "2+2" Program for a registered nurse.

GRADE 12 - HEALTH CAREERS II
FOR "2+2" REGISTERED NURSE PROGRAM

Objective:

The student will have the opportunity to develop and demonstrate mastery of the knowledge and skills necessary to articulate to the postsecondary level for continued training as a registered nurse.

Course Description:

This is the second year of the "2+2" Articulated Health Occupations Program for Registered Nurses. Students must demonstrate mastery of the competencies taught in Grade 11 before enrolling in this course. This course will combine advanced academic and clinical experience in the areas of medical terminology, communication skills, health care history, safety and mobility, employment skills, and leadership concepts and skills. Also, anatomy and physiology, ethical-legal, first aid and emergency care, vital signs, infection control and asepsis, health career math, nutrition and patient personal care skills are included in preparation for entering the RN program at the postsecondary level.

Students will receive classroom instruction which includes lectures, classroom laboratory, and individualized study. In addition the student will receive clinical experience in a licensed health care facility.

Students may exit from the program at the end of the 12th grade and be eligible to take the state examination to become a nurse aide, providing the secondary health occupations program has been approved as a training program for nurse aide by the Texas Department of Health.

Upon completion of this course students may articulate to the postsecondary level for continued training as a registered nurse.

COURSE DESCRIPTIONS

NURSING PROCESS:

A 2 hour course focusing on theories of nursing practice, scope and standards of practice, beginning problem solving and the nursing process. Initial physical assessment, care planning, documentation, transcultural considerations, communication, and introductory patient teaching are included.
(1 hours lecture/3 hours lab per week)
* Course required for ADN and LVN curriculums.

NURSING: BASIC NEEDS Ia

A 2 or 6 hour course focusing on bio-psycho-social needs of medical-surgical patients focusing on all age groups. Emphasis is on application of the nursing process in a clinical setting for patients with needs relating to mobility, oxygenation, rest, bowel elimination, comfort, skin integrity, and safety. Discussion is conducted on surgical nursing. Principles of pharmacology, medication administration, and nutrition will be presented. "2+2" students completing this course will receive 2 semester hours credit with 4 hours held in escrow.
(3 hours lecture/9 hours lab and clinical per week)
* Required for ADN and LVN curriculums.

NURSING: BASIC NEEDS Ib

This course combines with Nursing: Basic Needs Ia for the non-"2+2" or generic student. Students will receive instruction that focuses on the basic knowledge and skills of medical terminology, communication skills, ethical and legal issues, safety and mobility, and health care past and present. Basic knowledge and skills in anatomy and physiology, first aid and emergency care, vital signs, infection control and asepsis, health career math and patient personal care skills are included. Students completing Basic Needs Ia and Ib will receive 6 semester hours of credit.
* Required for ADN and LVN curriculums.

NURSING: BASIC NEEDS II

(A continuation of Nursing: Basic Needs I)
A 6 hour course that applies to bio-psycho-social needs of patients in all age groups relating to circulation, physical regulation, sensation, perception, urinary elimination, fluid and electrolyte imbalance, and mental health. Focus is on applying theory of the nursing process to clinical problem solving. Emergency care is also included. Pharmacotherapy and nutrition are included with appropriate content.
(3 hours lecture/9 hours lab and clinical per week)
* Course required for ADN and LVN curriculums.

NURSING THROUGH THE LIFESPAN

A 6 hour course focusing on a nursing process approach to the bio-psycho-social needs of pediatric, adult and elderly patients, and families. Consideration is given to reproductive and obstetrical nursing. Alteration in health within the ages are included. (4 hours lecture/6 hours clinical per week).
* Course is required for ADN and LVN curriculums.

NURSING: COMPLEX NEEDS I

An 7 hour course assisting the student in analysis and evaluation of the nursing process for patients with complex disorders in integumentary, respiratory, gastrointestinal, musculoskeletal, immune, and sensory systems. Decision making skills and clinical problem solving are emphasized. Psychosocial considerations, pharmacotherapy, nutrition, safety, and advance skills are included within the units.
(4 hours lecture/12 hours lab and clinical per week)
* Course is required for ADN curriculum.

NURSING: COMPLEX NEEDS II

(A continuation of Nursing: Complex Needs I)
An 7 hour course that includes concepts of advanced medical-surgical nursing. Complex needs of patients with disorders of cardiovascular, neurological, endocrine, renal, and multisystem/emergency disorders across the lifespan are presented. A nursing process approach and critical thinking skills are expected. Psychosocial considerations, pharmacotherapy, nutrition, and safety skills are included within the units.
(4 hours lecture/12 hours clinical per week)
* This course is required for the ADN curriculum.

ENTRY INTO VOCATIONAL PRACTICE:

Trends, issues, and ethical-legal issues are covered within this 4 hour course. Communication and management skills required of vocational nurses are discussed. The clinical component focuses on utilizing previous skills in the coordination and performance of patient care and nursing process at an application/analysis level
(1 hours lecture/9 hours clinical per week)
* Course is required for LVN Curriculum.

ENTRY INTO PROFESSIONAL PRACTICE:

Trends, issues and ethical-legal concepts of professional nursing are covered within this 4 hour course. Consideration is given to leadership, team management, advanced communication, and patient teaching concepts utilized in the care of groups of patients. The clinical component focuses on analysis and evaluation of a nursing process approach to patient care.
(1 hours lecture/9 hours clinical per week)
Course required for ADN curriculum.

OCCUPATION: REGISTERED NURSE

JOB DESCRIPTION: REGISTERED NURSE

The registered nurse renders professional nursing care to patients independently or in conjunction with care provided by physicians and other health care providers pursuant to the objectives and policies of the employing institution. Functions autonomously in order to carry out the decision making process.

Utilizes the nursing process to provide care to patients in a variety of health care settings. Collects data about patients, identifies specific needs/problems, develops and maintains plan of care, implements a plan of action, and evaluates outcomes of the interventions. Performs nursing techniques for the comfort and well-being of the patient. Assists with treatments and procedures according to physician's orders and nursing care plans. Observes, records, and reports to supervisor or physician patients' conditions and reactions to drugs, treatments, and significant incidents. Maintains patients' medical records on nursing assessments, actions taken and patient responses. Maintains patient and staff confidentiality.

Provides emotional support to patient, family and significant others. Explains procedures and treatments ordered to gain patients' cooperation and allay apprehension. Educates patients and significant others on an ongoing basis including discharge planning and follow-up treatment. Functions as a patient advocate and a member of a multi-disciplinary team.

Serves as a positive role model and accepts responsibility in managing, supervising, and teaching Licensed Vocational Nurses, Nursing Assistants, Orderlies, and students. Delegates duties effectively. Demonstrates nursing techniques and procedures, and assists other personnel in rendering nursing care to patients. Effectively communicates with members of the multidisciplinary team.

Curriculum Objective:

The curriculum is designed to produce an individual with skills, knowledge, and abilities sufficient to sit for the National Council Licensure Examination for Registered Nurses and who performs safely and effectively in a variety of clinical settings as a professional nurse within the bounds of the Nurse Practice Act. Graduates will be able to care for patients with multidimensional health care needs/problems.

COURSES BY GRADE LEVEL AND CREDIT FOR RN

		Grade	Credits
Secondary			
	Health Careers I	11	2 - 3
*	Health Careers II	12	2 - 3
			4 - 6

SECONDARY PREREQUISITES FOR RN PROGRAM

Algebra I	Physical Science
Geometry	Biology I
Algebra II	Chemistry
	Anatomy and Physiology or Biology II

* Eligible to sit for State Examination for Nurse Aide Registry.

Postsecondary

		Grade	Credit
	Nursing Process	13	2
*	Nursing: Basic Needs Ia - Ib	13	2 - 6
	Nursing: Basic Needs II	13	6
	Nursing Through the Life Span	13	6
* *	Entry into Vocational Practice (LVN option)	13	(4)
	Nursing: Complex Needs I	14	7
	Nursing: Complex Needs II	14	7
	Entry to Professional Practice	14	4
			38 - 42

* Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs 1a. Four semester hours of credit will be held in escrow for Nursing: Basic Needs 1a for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) academic record upon completion of Nursing: Basic Needs II and Nursing Through the Life Span with a grade of 75 or above in each course. (2 semester hours + 4 escrow = 6 semester hours).

* Specific objectives will be developed for the non "2+2" Student in Nursing: Basic Needs Ib. (6 semester hours).

POST-SECONDARY - SUPPORT COURSES FOR RN and LVN PROGRAM

	Grade 13	14	Credit Hours
Introduction to Psychology	x		3
Computers in Nursing	x		1
Anatomy and Physiology I	x		4
Anatomy and Physiology II	x		4
College English	x		3
Chemistry	x		4
Sociology		x	3
Microbiology		x	4
Human Growth and Development		x	3
			29

Total — LVN Credit Hours 35 - 39
RN Credit Hours 67 - 71

* * End grade 13---Eligible to sit for National Council Licensure Examination for Practical Nurses

OCCUPATION: LICENSED VOCATIONAL NURSE

GENERIC JOB DESCRIPTION: LICENSED VOCATIONAL NURSE

A Licensed Vocational Nurse performs nursing tasks for which specific skills have been developed. Nursing care is provided to patients under the direction of the Registered Nurse or physician. An LVN may perform delegated tasks independently based upon the level of competence. The LVN effectively communicates in interpersonal relationships with patients, families, and other members of the health care team. The nursing process is utilized as a basis for developing and implementing a goal-oriented plan of care. The LVN may perform other duties as directed by the employing institution's policies.

CURRICULUM OBJECTIVE:

The curriculum is designed to produce an individual capable of using technical skills and providing bedside care for patients of all ages within the bounds of the Vocational Nurse Act. The curriculum will prepare students to sit for a National Council Licensure Examination for Practical Nurses.

EXIT POINT FOR LVN

Students may exit from the 2+2 Articulated Health Occupations Program to become a Licensed Vocational Nurse, by successfully completing the following courses and be eligible to sit for the National Council Licensure Examination for Practical Nurses.

COURSE TITLES:	Grade	Credits
Secondary		
Health Careers I	11	2 - 3
Health Careers II	12	2 - 3
		4 - 6
Postsecondary		
Nursing Process	13	2
* Nursing: Basic Needs Ia - Ib	13	2 - 6
Nursing: Basic Needs II	13	6
Nursing Through the Life Span	13	6
Entry to Vocational Practice	13	4
		20 - 24

* **Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs 1a. Four semester hours of credit will be held in escrow for Nursing: Basic Needs 1a for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) academic record upon completion of Nursing: Basic Needs II and Nursing Through the Life Span with a grade of 75 or above in each course. (2 semester hours + 4 escrow = 6 semester hours).**

* **Specific objectives will be developed for the non "2+2" Student in Nursing: Basic Needs lb. (6 semester hours).**

Postsecondary - Support Courses	13	14	Credit Hours
Anatomy and Physiology I	x		4
Introduction to Psychology	x		3
Anatomy and Physiology II	x		4
Computers in Nursing	x		1
College English	x		3
			15

OCCUPATION: NURSE AIDE

JOB DESCRIPTION:

A nurse aide or first level of this curriculum is the basic foundation upon which all of the following nursing education levels will rely. This level is best described as task oriented, with a beginning basic knowledge of underlying Nursing theory.

The nurse aide should demonstrate emotional maturity and a true concern for the well-being of another. The nurse aide performs task involved in providing nursing and personal care to patients under the supervision of qualified nursing staff members. Emphasis is on maintenance of daily living activities of these patients. The nurse aide should recognize and accept his/her limitations.

Nurse Aides are an integral and vital part of the health care team, since they are involved directly in the physical care of the patient.

It is expected that with the solid background offered the nurse aide by this curriculum, that he/she will be highly competent to function as a nurse aide.

CURRICULUM OBJECTIVE:

To produce individuals with skills and knowledge to provide basic nursing care.

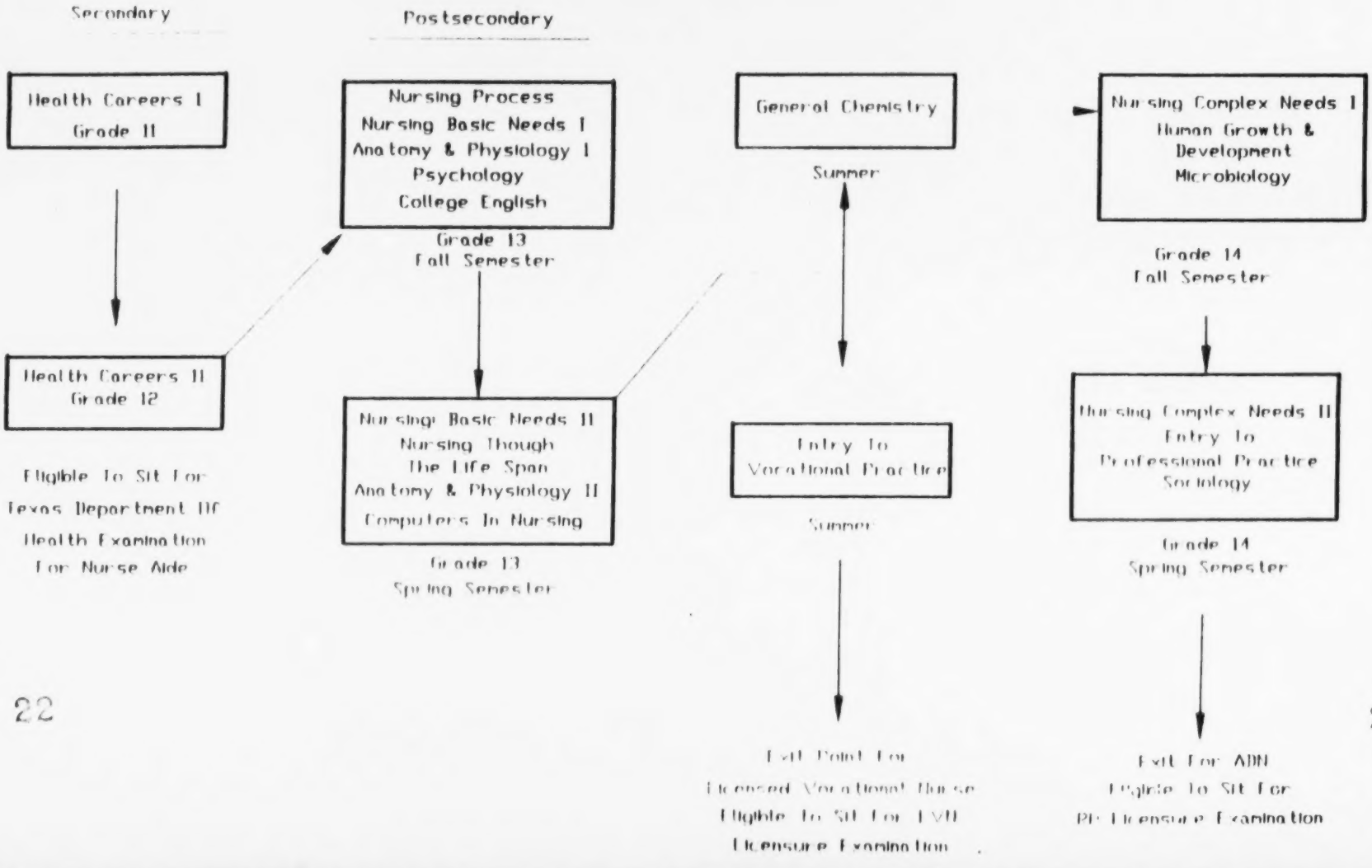
To provide the student with sufficient knowledge and skills to pass a manual skills and written examination administered by the Texas Department of Health for Registry as a Nurse Aide.

SECONDARY PREREQUISITIES::

Health Careers I

Other courses as determined by the student, parent, and counselor.

Curriculum Flow Chart With Exit Points For Nurse Aide, Licensed Vocational Nurse And Registered Nurse



Registered Nurse Curriculum
(2+2 Student)

Freshman Year

Fall Semester	Lecture	Lab.	Credit
Nursing Process	1	3	2
* Nursing: Basic Needs Ia	1	3	2
College English	3	0	3
Anatomy and Physiology I	3	4	4
Psychology	3	0	3
			14

Spring Semester	Lecture	Lab.	Credit
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			17

Summer	Lecture	Lab.	Credit
General Chemistry	3	4	4

Sophomore Year

Fall Semester	Lecture	Lab.	Credit
Nursing: Complex Needs I	4	12	7
Human Growth and Development	3	0	3
Microbiology	3	4	4
			14

Spring Semester	Lecture	Lab.	Credit
Nursing: Complex Needs II	4	12	7
Entry to Professional Practice	2	6	4
Sociology	3	0	3
			14

* Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs Ia.

Four semester hours of credit will be held in escrow for Nursing: Basic Needs Ia for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) transcript upon completion of Nursing: Basic Needs II (6 hrs.) and Nursing Through the Life Span (6 hrs.) with a grade of 75 or above in each courses.

Total Semester Hours 67

Registered Nurse Curriculum
(Non 2+2 Student)

Freshman Year

Fall Semester	Lecture	Lab.	Credit
Nursing Process	1	3	2
* Nursing: Basic Needs Ia-Ib	3	9	6
English	3	0	3
Anatomy and Physiology I	3	4	4
Psychology	3	0	3
			18

Spring Semester	Lecture	Lab.	Credit
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			17

Summer	Lecture	Lab.	Credit
General Chemistry	3	4	4

Sophomore Year

Fall Semester	Lecture	Lab.	Credit
Nursing: Complex Needs I	4	12	7
Human Growth and Development	3	0	3
Microbiology	3	4	4
			14

Spring Semester	Lecture	Lab.	Credit
Nursing: Complex Needs II	4	12	7
Entry to Professional Practice	2	6	4
Sociology	3	0	3
			14

Total Semester Hours 67

* **Specific course objectives will be developed for the non "2+2" student in Nursing: Basic Needs Ib.**

Licensed Vocational Nurse Curriculum
(2+2 Student)

Freshman Year

Fall Semester	Lecture	Lab.	Credit
Nursing Process	1	3	2
* Nursing Basic Needs Ia	1	3	2
Anatomy and Physiology I	3	4	4
Introduction to Psychology	3	0	3
College English	3	0	3
			14

Spring Semester	Lecture	Lab.	Credit
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			17

Summer	Lecture	Lab.	Credit
Entry to Vocational Practice	2	6	4

Four semester hours of credit will be held in escrow for Nursing: Basic Needs Ia for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) transcript upon completion of Nursing: Basic Needs II (6 hrs.) and Nursing Through the Life Span (6 hrs.) with a grade of 75 or above in each courses.

Total Semester Hours 39

* **Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs Ia.**

Licensed Vocational Nurse Curriculum
(Non 2+2 Student)

Freshman Year

Fall Semester	Lecture	Lab.	Credit
Nursing Process	1	3	2
* Nursing: Basic Needs Ia-Ib	3	9	6
Anatomy and Physiology I	3	4	4
Introduction to Psychology	3	0	3
College English	3	0	3
			18

Spring Semester	Lecture	Lab.	Credit
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			17

Summer	Lecture	Lab.	Credit
Entry to Vocational Practice	2	6	4

Total Semester Hours 39

* Specific course objectives will be developed for the non "2+2" student in Nursing: Basic Needs Ib.

DEFINITION OF TERMS

Advisory Committee: A group of employers and employees from outside the field of education who advise educators on the establishment and ongoing operation of training programs.

Affective Domain: Attitude, emotion, values clarification and appreciation objectives are included in the affective domain.

Articulation: Is a planned process linking technical/vocational programs and services to assist students in making a smooth transition from secondary to postsecondary institutions without experiencing delays or duplication of learning.

Cognitive Domain: Knowledge, thinking, understanding and problem solving objectives are included in the cognitive domain.

Competency-Based Education: Is designed to teach job related clusters of skills and knowledge, the mastery of which the basis upon which the student is evaluated, competency-based programs must possess the following characteristics:

1. Involvement of business and industry in the determination of the job competencies and the expected performance levels required for successful employment within a defined job or cluster of jobs.

2. Course sequence which allows the mastery of competencies leading to the satisfactory performance of all identified job competencies.

Competency: A grouping of tasks, knowledge, and attitudes needed for the performance of a job or function. The performance of a job or function may require the use of one or more competencies.

Criterion Referenced Evaluation: A testing (evaluation) technique that measures an individual's performance against a predetermined standard.

Course: Organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is usually given.

Course of Study: (1) Strictly, an official guide prepared for use by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching in a given subject or area of study for given grade, combination of grades, or other designated class or instruction group; may include the aims of the course, the expected outcomes, and the scope and nature of the materials to be studied, with suggestions as to suitable instructional aides, textbooks, supplementary reading, activities, suggested learning experiences, teaching methods, and measurement of achievement; (2) sometimes loosely and incorrectly used as a synonym for curriculum.

Curriculum - pl. Curricula: (1) A systematic group of courses or sequences of subjects required for graduation or certification in a major field or study, for example, social studies curriculum, physical education curriculum; (2) a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field;

(3) a group of courses and planned experiences which a student has under the guidance of the school or college: may refer to what is intended, as planned courses and other activities or intended opportunities or experiences, or to what was actualized for the learner, as in actual educational treatment or all experiences of the learner under the direction of the school.

Curriculum Guide: A substitute for a formal course of study in which desirable content is suggested rather than prescribed; includes important goals and a variety of learning experiences, teaching aids, and evaluation techniques from which those considered best suited to a particular situation may be selected.

Element: The smallest step into which it is practicable to subdivide any work activity without analyzing separate motions, movements, and mental processes.

Essential Element: As used in this report an essential element is interpreted to mean; (1) fundamental skills/knowledge which are central (core) to the objectives of the instruction or curriculum being pursued; (2) a course of study; or (3) a unit of instruction if the course is of more than one semester in length.

Exit Points: Are specified points in the sequence of courses for a technical or occupational program at which a student may exit the program, receive a certificate, and possess the competencies required for employment in an identified occupation.

Individualized Instruction: A method of instruction that takes the needs and learning styles of the individual student into consideration to determine his/her best learning method. Instruction is said to be individualized as long as instructional decisions are based on meeting the learning needs of the individual student.

Job or Function: The major divisions of an occupation. Examples of the jobs or functions of a teacher are instruction, student guidance, professional development, etc. A job or function may be composed of one or more competencies necessary to complete a job or function.

Knowledge Test: A test used to assess mastery of knowledge (cognitive) tasks including both written and oral testing.

Mastery: A level of performance or achievement that meets a specified occupational standard.

Occupation: A specific occupation in an occupational division. A vocational instructor (teacher) is a specific occupation in the occupational division of education.

Occupational Division: Divisions or occupational areas within an occupational field or category. Education is a division of the field of professional occupations.

Occupational Field: A categorical clustering of occupations such as professional occupations, agricultural occupations, etc.

Performance Objective: A statement which describes what the learner must do to demonstrate mastery of a task. A performance statement contains a condition behavior, and a standard.

Performance Test: A test used to assess a student's mastery of a psychomotor skill.

Program Instructional: (1) An outline of the contemplated procedures, courses, and subjects offered by a school over a given period of time.

Program School: (1) The entire offering of the school. Including the out-of-class activities, and the arrangement or sequence of subjects and activities; syn. educational program; (2) syn. program of studies.

Program Vocational: A planned sequence of courses and/or activities to meet an occupational training objective. As used in this project they are defined and coded in the Classification of Instructional Programs, NCES, 1981.

Psychomotor Domain: Skill performance and "hands on" manipulative objectives are included in the psychomotor domain.

Task: Is composed of one or more elements and is a distinct and identifiable activity that constitutes logical and necessary steps in the performance of work.

"2+2" Programs: Are articulated, competency-based technical and vocational programs which link the last two years of secondary education with the first two years of postsecondary education to create a strong four-year curriculum which produces graduates with advanced skills. This type of articulation streamlines occupational program fundamentals in order to make room in the two-year postsecondary curriculum to teach more advanced technical skills than students would normally receive in a traditional or time-shortened program.

CURRICULUM OBJECTIVES

1. To develop a body of subject matter and planned learning experiences to prepare students for the nursing profession.

2. To relate this subject matter and learning experiences to be supportive to the health professionals.

3. To prepare students with competencies to assist qualified health professionals in providing diagnostic, therapeutic, preventive, restorative and rehabilitative services to patients in health care facilities.

HEALTH CAREERS II

Course Objectives

Upon completion of this course the learner will be able to:

1. Define medical terminology related to each body system and speciality area of nursing practice.
2. Identify anatomy, physiology, pathophysiology of body systems and anatomy pertaining to pregnancy and childbirth.
3. Identify and support philosophies of health care.
4. Complete inter-departmental requisitions and disseminate reports to appropriate units.
5. Communicate with patients having difficulty and translate medical terms that a patient can understand.
6. Recognize ethical-legal issues pertaining to self and others and identify ethical/moral and cultural ideologies in today's society.
7. Provide first aid and emergency care for trauma of all body systems.
8. Report vital signs significant to disease process or deteriorating condition.
9. Demonstrate repetition of vital signs that are questionable or abnormal.
10. Utilize procedures for infection control and communicate terms related to asepsis.
11. Provide safety and mobility procedures for patients.
12. Utilize health care math, converting English and metric measurements.
13. Identify common diets related to alternations in health.
14. Provide personal care skills to patients utilizing all safety, ethical and legal procedures.

COMPETENCIES FOR HEALTH CAREERS II
NURSING

I. MEDICAL TERMINOLOGY

Define medical terminology related to each body system and specialty area of nursing practice

II. ANATOMY AND PHYSIOLOGY

Identify simple anatomy, physiology and pathophysiology of nervous/special senses, digestive, urinary, endocrine and reproductive body systems
Identify anatomy pertaining to pregnancy and childbirth

III. HEALTH CARE PAST AND PRESENT

Identify and support philosophies of health care

IV. COMMUNICATION SKILLS

Complete inter-departmental requisitions
Disseminate reports to appropriate units
Discuss effective modes of communication with those patients having difficulties
Translate a medical term into a language that a patient can understand

V. ETHICAL - LEGAL

Recognize methods to prevent exposing self and others to legal problems
Report questionable activities of self and others to supervisors
Define legal terminology specific to health care
Become familiar with ethical/moral and cultural ideologies common in today's society

VI. FIRST AID AND EMERGENCY CARE

Acquire BCLS re-certification - AHA Course, C standards
Provide emergency care for trauma of all body systems
Perform head to toe patient assessment

VII. VITAL SIGNS

Report vital signs that are significant to disease process or deteriorating condition
Demonstrate repetition of vital signs that are questionable or abnormal

VIII. INFECTION CONTROL AND ASEPSIS

Communicate terms related to asepsis
Identify defense mechanisms against disease
Categorize infectious agents and their modes of transmission
Utilize procedures for infection control
Verbalize the rules of sterile techniques
Apply sterile gloves and gowns according to surgical technique

IX. SAFETY AND MOBILITY

Care for patient during seizures
Administer range of motion
Assist with walking with support devices

X. HEALTH CAREER MATH

Convert English and metric measurements

XI. NUTRITION

Identify common diets related to alterations in health

XII. PERSONAL CARE SKILLS

Operate special beds
Inventory patient possessions
Store patient's possessions in safe
Demonstrate patient restraint methods during nursing procedure
Administer post-operative care
Administer enemas
Prepare skin for aseptic techniques
Utilize hot/cold therapies
Give ostomy care
Insert rectal tubes
Admit and discharge patient
Sterilize equipment/supplies
Perform beginning assessment skills

SUGGESTED TIME ALLOCATION

HEALTH CAREERS II

	Orientation and Instruction	1 week
I.	Medical Terminology	2 weeks
II.	Anatomy and Physiology	6 weeks
III.	Health Care Past and Present	1 week
IV.	Communication Skills	1 week
V.	Ethical-Legal	1 week
VI.	First Aid and Emergency Care	4 weeks
VII.	Vital Signs	1 week
VIII.	Infection Control and Asepsis	2 weeks
IX.	Safety and Mobility	2 weeks
X.	Health Career Math	2 weeks
XI.	Nutrition	2 weeks
XII.	Personal Care Skills	4 weeks
	Review and Testing	1 week
**	Independent Study Time	6 weeks
		36 weeks

Independent study time to be utilized at instructor's discretion. Students will have determined the occupation for which they plan to pursue in the "2+2" curriculum. Competencies specialized to medical laboratory technician, radiology technician, physical therapy assistant, and registered nurse are included in the 12th grade curriculum.

GRADE 12 - HEALTH CAREERS II
FOR "2+2" REGISTERED NURSE PROGRAM

Objective:

The student will have the opportunity to develop and demonstrate mastery of the knowledge and skills necessary to articulate to the postsecondary level for continued training as a registered nurse.

Course Description:

This is the second year of the "2+2" Articulated Health Occupations Program for Registered Nurses. Students must demonstrate mastery of the competencies taught in Grade 11 before enrolling in this course. This course will combine advanced academic and clinical experience in the areas of medical terminology, communication skills, health care history, safety and mobility, employment skills, and leadership concepts and skills. Also, anatomy and physiology, ethical-legal, first aid and emergency care, vital signs, infection control and asepsis, health career math, nutrition and patient personal care skills are included in preparation for entering the RN program at the postsecondary level.

Students will receive classroom instruction which includes lectures, classroom laboratory, and individualized study. In addition the student will receive clinical experience in a licensed health care facility.

Students may exit from the program at the end of the 12th grade and be eligible to take the state examination to become a nurse aide, providing the secondary health occupations program has been approved as a training program for nurse aide by the Texas Department of Health.

Upon completion of this course students may articulate to the postsecondary level for continued training as a registered nurse.

BASIC COURSE OUTLINE

GRADE 12

HEALTH CAREERS II

UNITS OF STUDY

I. Medical Terminology

II. Anatomy and Physiology

III. Health Care Past and Present

IV. Communication Skills

V. Ethical - Legal

VI. First Aid and Emergency Care

VII. Vital Signs

VIII. Infection Control and Asepsis

IX. Safety and Mobility

X. Health Career Math

XI. Nutrition

XII. Personal Care Skills

COURSE: HEALTH CAREERS II

Unit I: Medical Terminology

Terminal Objective:

Given a list of terms, the learner will demonstrate the ability to differentiate terms related to each body system and speciality areas of nursing practice, and achieve 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Define terms related to body systems.
2. Define terms specific to speciality areas of nursing practice.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

Learning Medical Terminology
Exploring Medical Language
Medical Terminology for Allied Health Professions

EQUIPMENT/SUPPLIES:

Flashcards
Lists of words
Textbooks and workbooks
Computer software
Medical Terminology tapes and tape player

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit II: Anatomy and Physiology

Terminal Objective:

Given appropriate reference materials and models, identify simple anatomy, physiology and pathophysiology of the (Nervous, Digestive, Urinary, Endocrine, and Reproductive) body systems and achieve 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Apply the appropriate terminology to major organs and systems identified in the TPO.
2. Identify the major functions of each of these body systems.
3. Compare the interrelationship of these body systems.
4. Describe the basic diseases affecting each of the body systems.
5. Define, pronounce, and spell all of the key terms.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

DHO, pp. 45-85
Simplified Nursing, pp. 63-116

EQUIPMENT/SUPPLIES:

Charts, skeletons, audio-visual films, tapes, etc.
Workbooks

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: Health Careers II

Unit: II Anatomy and Physiology

Terminal Objective:

Given appropriate references, A-V materials, and texts the learner will be able to identify anatomy pertaining to pregnancy and childbirth and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Label a diagram of the male reproductive system.
2. Trace the pathway of sperm from where they are produced to where they are expelled from the body.
3. Identify at least three organs in the male reproductive system that secrete fluids added to semen.
4. Label a diagram of the female reproductive system.
5. Describe how an ovum is released from an ovary.
6. Explain the action of the endometrium.
7. Identify the stages of pregnancy.
8. Describe the process of childbirth.
9. Define the stages following childbirth as the uterus returns to normal.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES: DHO, pp. 80-85
Simplified Nursing, pp. 101-106
and pp. 471-501

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit III: Health Care Past and Present

Terminal Objective:

Given resources and information, the learner will identify, support and deduce philosophies of health care achieving a mastery of 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Identify and discuss philosophies of various health careers.
2. Identify and discuss philosophies of various health institutions.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Principles and Practice of Nursing
Medical Assistant
Health Care Assistant

EQUIPMENT/SUPPLIES:

Textbooks and Workbooks

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit IV: Communication Skills

Terminal Objective:

Given appropriate examples and references the learner will disseminate reports to appropriate units and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Correctly disseminate reports to appropriate units.

TEACHING METHODS:

( ) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Institution where student works or shadow will provide the rules regarding dissemination of reports.

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: Health Careers II

Unit IV: Communication Skills

Terminal Objective:

Given appropriate references and sample forms the learner will complete inter-departmental requisitions and achieve 100% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Correctly fill-out all standard inter-departmental requisitions ledgibly and accurately.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit IV: Communication Skills

Terminal Objective:

Given appropriate references, texts and clinical experiences the student will be able to effectively communicate with all patients and family members, having difficulties and achieve 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Tell how to use communication skills effectively.
2. Discuss why it is important to understand the patient's feelings.
3. Describe the emotional aspects of illness.
4. Discuss the role of the nurse in the medical facility.
5. Explain what is meant by confidential information.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing Assistant, pp. 1-5
Simplified Nursing, pp. 32-34

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: Health Careers II

Unit IV: Communication Skills

Terminal Objective:

Given appropriate list, references and texts the learner will be able to express medical terms in common language so the patient and family will understand what is meant and achieve 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Understand medical terminology well enough to translate the medical terms into common language.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Simplified Nursing, p. 529

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit V: Ethical - Legal

Terminal Objective:

Given access to proper text, materials, and clinical experience, the learner will recognize methods to prevent exposing self and others to legal problems at the nurse aide level achieving a mastery of 85% on a knowledge test.

Enabling Objective(s)

The learner will:

1. Define the following terms and explain how each relates to nursing practice: tort, crime, "Good Samaritan", law, contract, "Living Will".
2. Define the following terms and give one example explaining how each situation could occur in a hospital or home: negligence, invasion of privacy, slander, libel, assault, battery, false imprisonment.
3. Describe how contract laws affect health care.
4. Define privileged communications and explain how they affect health care.
5. State the legal regulations that affect health care records.
6. List at least six basic rules of ethics for health care personnel.
7. List at least six rights of the patient who is receiving health care.
8. Justify at least eight professional standards by explaining how they help meet legal/ethical requirements.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Health Care Assistant
Diversified H.O.
H.O.I. Curriculum Guide
Simplified Nursing pp. 37-41

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: Health Careers IIts

Unit V: Ethical - Legal

Terminal Objective:

Given appropriate references and clinical experiences, the learner will recognize when to report questionable activities of self and others and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Recognize questionable activities and be able to make an intelligent and knowledgeable to decision to report such activities.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: DHO, pp. 38-44
Simplified Nursing, pp. 37-41

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit V: Ethical - Legal

Terminal Objective: -

Given a list of terms, the learner will define legal terms at the nurse aide level specific to health care achieving a mastery of 85% on a knowledge test.

Enabling Objective(s)

The learner will:

Define, spell, and pronounce key legal terms relevant to health care.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO - VISUAL

( ) CLINICAL

REFERENCES:

Health Care Assistant
Diversified H.O.
H.O.I. Curriculum Guide
Simplified Nursing pp. 37-41

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: Health Careers II

Unit V: Ethical - Legal

Terminal Objective:

Given appropriate references, texts and examples the learner will be able to relate ethical/moral and cultural ideologies common in today's society and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Discuss the ethical/moral and cultural ideologies common in today's society.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

( ) CLINICAL

REFERENCES: DHO, pp. 38-44
Simplified Nursing, pp. 37-41

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit VI: First Aid and Emergency Care

Terminal Objective:

Given appropriate tools, equipment and reference materials, the learner will acquire BCLS re-certification - AHA course C standards achieving 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Demonstrate adult CPR - one man and two man.
2. Demonstrate adult obstructed airway - conscious conscious to unconsicious, found unconscious.
3. Demonstrate child CPR.
4. Demonstrate child obstructed airway - conscious, conscious to unconscious, found unconscious.
5. Demonstrate infant CPR.
6. Demonstrate infant obstructed airway - conscious, conscious to unconscious, found unconscious.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

American Heart Association
CPR Handbook

EQUIPMENT/SUPPLIES:

Adult manikin
Child manikin
Infant manikin

EVALUATION:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit VI: First Aid and Emergency Care

Terminal Objective:

Given examples, references and clinical experience the learner will administer emergency care for trauma correctly and as recommended by Standard first aid procedures and achieve 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Assess the victim.
2. Determine the first steps of emergency treatment that must be performed.
3. Correctly administer emergency care as indicated.
4. Prepare victim for transporation to the nearest emergency care facility.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Red Multi-media First Aid workbook
DHO, PP.
Simplified Nursing, PP.
"Prehospital Emergency Care and Crisis Intervention"

EQUIPMENT/SUPPLIES:

Determined by the type of emergency involved.

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: Health Careers II

Unit VI: First Aid and Emergency Care

Terminal Objective:

Given texts, A-V materials and clinical experiences the learner will correctly perform primary and secondary patient assessment in the correct order and achieve 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Win the patient's confidence and thereby alleviate some of the anxiety contributing to his discomfort.
2. To rapidly identify the patient's problem(s) and establish which one(s) require immediate care in the field.
3. To obtain information about the patient that may not be readily available later in the hospital.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Prehospital Emergency Care and Crisis Intervention, PP. 47-83

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit VII: Vital Signs

Terminal Objective:

Given the information of normal and abmormal vital signs for a specific disease, the learner will be able to differentiate between the normal and abnormal and make appropriate reports to the head nurse, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Identify normal vital signs
2. Differentiate between normal and abnormal vital signs
3. Know at what point these abnormal vital signs become significant to report to the head nurse.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: D.H.O.
Simplified Nursing

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit VII: Vital Signs

Terminal Objective:

Given appropriate equipment, laboratory and clinical experiences the learner will demonstrate repetition of vital signs that are questionable or abnormal and achieve 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Know normal boundaries of vital signs
2. Decide if the vital signs are abnormal and need to be rechecked

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: D.H.O.
Simplified Nursing

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit VIII: Infection Control and Asepsis

Terminal Objective:

Given list of terms, the learner will communicate terms related to asepsis achieving a mastery of 85% on the knowledge test.

Enabling Objective (s)

The learner will:

1. The learner will identify and define terms related to asepsis.
2. Properly use terms in oral and written form.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

Being a Nursing Assistant
The Health Care Worker
Simplified Nursing,

EQUIPMENT/SUPPLIES:

Lists of terms
Textbooks and workbooks

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit VIII: Infection Control and Asepsis

Terminal Objective:

Given the proper references, text and clinical experiences, the learner will identify and distinguish defense mechanisms against disease with a mastery of 85%.

Enabling Objective(s)

The learner will:

1. List mechanisms of disease.
2. Identify and discuss defense mechanisms for protection from disease.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Being a Nursing Assistant
Principles and Practice of Nursing
Simplified Nursing

EQUIPMENT/SUPPLIES: Textbooks, Workbooks, TV/VCR and Tapes

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit VIII: Infection Control and Asepsis

Terminal Objective:

Given texts, references, and A-V materials the learner will catogorize infectious agents and their modes of transmission and achieve mastery of 85% on the knowledge test.

Enabling Objective (s)

The learner will:

1. Differentiate between helpful and harmful microorganisms.
2. List ways microorganisms spread.
3. Explain how microorganism are destroyed.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

Being a Nursing Assistant
The Health Care Worker
Simplified Nursing,

EQUIPMENT/SUPPLIES:

Overhead
Textbooks and workbooks

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit VIII: Infection Control and Asepsis

Terminal Objective:

Given appropriate equipment, references and clinical experiences the learner will employ procedures utilized for infection control achieving a mastery of 100% on the performance test.

Enabling Objective (s)

The learner will:

1. Demonstrate the proper handwashing techniques..
2. Differentiate between bactericidal and bacteriostatic solutions.
3. Demonstrate proper procedures for entering and leaving patients rooms including isolation rooms.
4. Demonstrate proper technique for discarding contaminated materials.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

The Health Care Worker
The Medical Assistant
Health Care Assistant

EQUIPMENT/SUPPLIES:

Sink, soap dispenser, towels
Trash can and trash bags
Computer and software
Isolation equipment (gowns, gloves, masks)

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit VIII: Infection Control and Asepsis

Terminal Objective:

Given the proper handouts, resources and clinical experience, the learner will verbalize the rules of sterile technique with a mastery of 85% on the knowledge test.

Enabling Objective(s)

The learner will:

1. Identify methods of sterile techniques.
2. Identify when sterile techniques are necessary.
3. Discuss rules for sterile techniques.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Principles and Practices of Nursing
Simplified Nursing
The Health Care Worker

EQUIPMENT/SUPPLIES: Textbooks, Workbooks, and Overheads

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit VIII: Infection Control and Asepsis

Terminal Objective:

Given appropriate equipment, references and demonstration the learner will apply sterile gloves and gowns and achieve a mastery of 100% on the performance test.

Enabling Objective (s)

The learner will:

1. Demonstrate the proper procedure for gowning without contamination.
2. Demonstrate the proper procedure for glowing without contamination.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

Being a Nursing Assistant
The Health Care Worker
Simplified Nursing, pp. 32-34

EQUIPMENT/SUPPLIES:

Gowns and gloves
VCR/TV and tapes
Textbooks and workbooks

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit IX: Safety and Mobility

Terminal Objective:

Given appropriate references and clinical experiences, the learner will care for a patient during seizures, achieving 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Identify types of seizures.
2. Identify proper techniques of care during seizures.
3. List precautions to be taken during care of seizure victims.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

( ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Diversified H.O.
H.O. I Curriculum Guide
Pre-hospital and Emergency Care

EQUIPMENT/SUPPLIES:

EVALUATIONS:

( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit IX: Safety and Mobility

Terminal Objective:

Given the proper text, materials and examples, the learner will administer range of motion procedures demonstrating 100% mastery on the performance teste and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Explain the principles and rules of range of motion exercise.
2. Define terms relative to range of motion procedures.
3. Demonstrate complete or partial range of motion exercises.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Being a Nursing Assistant
Health Care Assistant
Basic Nursing Procedures.

EQUIPMENT/SUPPLIES:

EVALUATIONS: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit IX: Safety and Mobility

Terminal Objective:

Given the proper equipment, references, lab, and clinical experiences, the learner will assist the patient to walk with support devices demonstrating a mastery of 100% on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Identify types of ambulatory devices.
2. Identify which type of ambulatory devices to use according to patient's injury.
3. List safety points and techniques when using crutches, canes, or walkers.
4. Discuss criteria for fitting ambulatory devices.
5. Define gait and describe the following types of gaits:
   - Four-point
   - Two-point
   - Three-point
   - Swing-to
   - Swing-through
6. Demonstrate assisting a patient to walk with ambulatory devices.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Diversified H.O.
H.O. I Curriculum Guide
Health Care Assistant

EQUIPMENT/SUPPLIES:

Cane
Walker
Crutches

EVALUATIONS:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: X HEALTH CAREERS II

Unit X: Health Career Math

Terminal Objective:

Given proper texts, references and resources, the learner will convert English and metric measurements and achieve mastery of 85% on the knowledge test.

Enabling Objective(s)

The learner will:

1. Convert measures from metrics to English.
2. Convert English to metrics.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES: H. O. I. Curriculum Guide
General Mathematics
Diversified H. O.

EQUIPMENT/SUPPLIES: Textbooks, Workbooks, and Handouts

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit XI: Nutrition

Terminal Objective:

Given the proper information, the learner will identify types of diets to be used in alteration in health and achieve mastery of 85% on the knowledge test.

Enabling Objective(s)

The learner will:

1. Identify types of therapeutic diets and when they may be used.
2. Describe and explain the purpose of each therapeutic diet.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Diversified H.O.
Simplified Nursing
Being a Nursing Assistant

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CA[illegible]ERS II

Unit XII: Personal Care Skills

Terminal Objective:

Given the proper equipment, classroom lecture, and demonstrations the learner will demonstrate the ability to operate special beds and achieve mastery of 100% on the performance test.

Enabling Objective (s)

The learner will:

1. Identify special beds.
2. Identify uses for each type of special bed.
3. Identify safety procedures involved with each type of bed.
4. Demonstrate proper use and positioning of each special bed.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Simplified Nursing
Health Care Assistant

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: MEDICAL CAREERS II

Unit XII: Personal Care Skills

Terminal Objective:

Given the proper samples, texts and clinical experience the learner will employ proper procedure for inventorying patient's possessions and achieve mastery of 85% on the knowledge test.

Enabling Objective(s)

The learner will:

1. Identify various procedures for inventory of patients possessions.
2. Identify inventory forms.
3. Properly complete an inventory form.
4. Identify importance of accuracy.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Simplified Nursing
Health Care Assistant
Being a Nursing Assistant

EQUIPMENT/SUPPLIES: Inventory forms

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit XII: Personal Care Skills

Terminal Objective:

Given the proper texts, references and demonstration the learner will demonstrate the storing of patient's possessions in safe and achieve mastery of 85% on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Identify the importance of proper handling of patient's possessions.
2. Identify systems of storage used in health care facilities.
3. Identify procedures for returning patient's possessions.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

( ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Health Care Assistant
Simplified Nursing
Being a Nursing Assistant

EQUIPMENT/SUPPLIES:

EVALUATION:

( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit XII: Personal Care Skills

Terminal Objective:

Given the appropriate clinical supervision, the learner will administer patient restraints as ordered and follow the recommended procedures for frequent checks of the restraints to see that they are not too binding or causing further injury to the patient and achieve 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Assemble the correct type of restraint as ordered by the doctor
2. Check the patients identity
3. Apply the restraints by recommended procedure
4. Check the restraints to be sure they are not too tight
5. Check the patient frequently for safety
6. Wash hands

TEACHING METHODS:

( ) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

DHO pp. 445 - 447
HCW pp. 271 - 272
HCA, pp. 303 -304

EQUIPMENT/SUPPLIES:

The correct type of restraints

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit XII: Personal Care Skills

Terminal Objective:

Given texts, references, clinical experiences and equipment, the learner will administer post-operative care and achieve mastery of 100% on the performance test.

Enabling Objective(s)

The learner will:

1. Prepare unit for post-operative patient.
2. Identify procedures and items used in recovery room.
3. Identify and demonstrate post-operative nursing care (i.e., vital signs, breathing exercises, dressing care).
4. Identify complications of the post-operative patient.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Simplified Nursing
Diversified Health Occupations
Being a Nursing Assistant

EQUIPMENT/SUPPLIES: Vital signs equipment, bed linens, underpads, emesis basin, tongue blade, and IV pole

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit XII: Personal Care Skills

Terminal Objective:

Given the appropriate supplies, references, and clinical experience the learner will demonstrate the correct procedures for administering the different types of enemas and achieve 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Identify the various types of enemas.
2. Explain the purpose of an enema.
3. Administer the type of enema ordered correctly.
4. Chart the appropriate information or give this information to the correct person; i.e.; nurse, ward clerk.
5. Define the correct type of position to place a patient in for administering an enema.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

( ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 434-435
HCW, pp. 281-282
HCA, pp. 384-393

EQUIPMENT/SUPPLIES:

Correct type of enema.
Lubricant.

EVALUATION:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit XII: Personal Care Skills

Terminal Objective:

Given references, texts, clinical experiences and equipment, the learner will prepare skin for aseptic technique and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Identify importance of skin preparation for aseptic procedures.
2. List cleansing agents used for skin prep.
3. Demonstrate proper cleaning techniques.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Simplified Nursing
Being a Nursing Assistant
Diversified Health Occupations

EQUIPMENT/SUPPLIES:

Cleansing agents, 4 x 4 swabs

EVALUATION:

(X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: MEDICAL CAREERS II

Unit XII: Personal Care Skills

Terminal Objective:

Given proper demonstration, references, A-V materials and equipment, the learner will utilize hot/cold therapies and achieve 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. List circumstances in which hot/cold therapies should be used.
2. Identify the physiological affects of hot/cold therapy.
3. Identify different method of applying hot/cold therapies.
4. List safety precautions in using hot/cold therapy.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Simplified Nursing
Diversified Health Occupations
Being a Nursing Assistant

EQUIPMENT/SUPPLIES: Hot application equipment
Cold application equipment

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit XII: Personal Care Skills

Terminal Objective:

Given texts, references, clinical experiences and equipment, the learner will employ proper techniques for giving ostomy care and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Identify procedures for administering ostomy care.
2. Describe psychological aspects of an ostomy.
3. List complications involved with ostomy patients.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Simplified Nursing
Being a Nursing Assistant

EQUIPMENT/SUPPLIES:

Colostomy equipment: catheter, tubing,
Tracheotomy set

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: MEDICAL CAREERS II

Unit XII: Personal Care Skills

Terminal Objective:

Given references, texts, clinical experiences and equipment the learner will employ the proper technique for inserting a rectal tube and achieve mastery of 100% on the performance test.

Enabling Objective(s)

The learner will:

1. Identify equipment necessary for procedure.
2. Explain the purpose of rectal tube.
3. Identify and position the patient.
4. Insert rectal tube two-four inches into rectum.
5. Wash hands.
6. Observe all safety precautions.
7. Report time rectal tube was inserted and all pertinent observations.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Simplified Nursing
Diversified Health Occupations
Being a Nursing Assistant

EQUIPMENT/SUPPLIES: Rectal tube, lubricating jelly, flatus bag, disposable gloves, tissue, underpad basin or specimen bottle.

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit XII: Personal Care Skills

Terminal Objective:

Given examples, references, clinical experience and forms, the learner will admit and discharge a patient and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Admit a patient to nursing unit following proper procedure.
2. Describe contents of nursing care plan.
3. Fill in an admission checklist.
4. Take care of patients valuables'.
5. Identify ways to provide patient's safety and comfort during admission.
6. Explain the holistic approach to discharge planning.
7. Develop a discharge plan.
8. Discharge patient from health care facility following correct procedure.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Health Care Assistant
Simplified Nursing
Being a Nursing Assistant

EQUIPMENT/SUPPLIES:

Overhead Projector
Appropriate Visuals
Appropriate Forms

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: Health Careers II

Unit XII: Personal Care Skills

Terminal Objective:

Given tests, references, clinical experiences and proper equipment, the learner will demonstrate the proper procedure for sterilizing equipment and supplies and achieve 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Wash hands according to aseptic technique.
2. Wash, wrap and autoclave equipment and supplies following proper procedure.
3. Follow directions for specific autoclaves and agency policy for sterilizing supplies.
4. Identify safety precautions for sterilizing procedures.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Diversified Health Occupations
Simplified Nursing
Being a Nursing Assistant

EQUIPMENT/SUPPLIES: Autoclave
Instruments
Wrap
Indicator Tape

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: HEALTH CAREERS II

Unit XII: Personal Care Skills

Terminal Objective:

Given the proper supplies and equipment, the learner will perform a beginning assessment and achieve mastery of 85% on the knowledge test and mastery of 100% on the performance test.

Enabling Objective(s)

The learner will:

1. List questions important in gathering data when interviewing patients.
2. Discuss importance of an accurate patient history.
3. Discuss general observation to be noted about patient.
4. List procedures to be performed in a basic physical examination.
5. Perform a beginning assessment.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

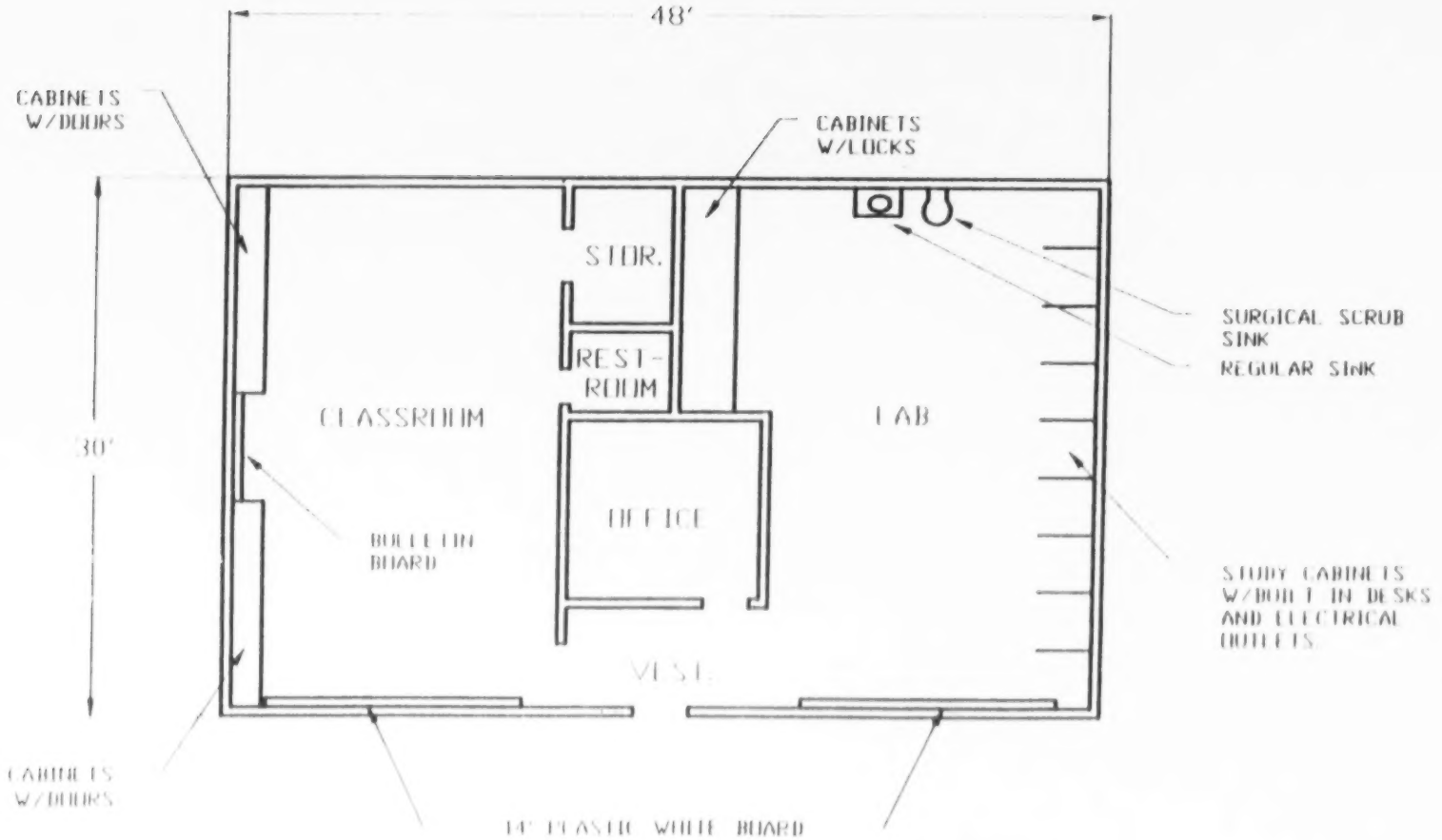
(X) CLINICAL

REFERENCES: The Nursing Process

EQUIPMENT/SUPPLIES: Thermometer, B/P cuff, stethoscope

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST



RECOMMENDED INSTRUCTIONAL FACILITY
FOR SECONDARY HEALTH PROGRAM

Secondary Health Careers
Supplies and Equipment
for
Registered Nurse Program

Laboratory Equipment

Quantity	Description	Cost	
2 each	Electric hospital beds with side rails	1,411	
6 each	Stethoscopes, Dual-head	24	
8 each	Sphygomomanometers	41	
2 each	Overbed tables	129	
2 each	Bedside cabinet	185	
6 each	Thermometers	15	
3 each	Electronic thermometers	367	
1 each	Resusci - Annie (complete)	760	
1 each	Resusci - child	400	
1 each	Resusci - baby	500	
1 each	Chris - clean (complete)	700	
2 each	Teaching stethoscopes	18	
3 each	Microscopes with slides	200	
3 each	Stop watches	40	
6 each	Food trays	3.25	each
6 sets	Silverware	20	set
6 each	Plates	24	
4 each	Bed pans, adult	9	each

Supplies

Quantity	Description		Cost
8 each	Fitted Sheets		
8 each	Top Sheets		
8 each	Pillow Cases		
8 each	Draw Sheets		
8 each	Bedspreads		
8 each	Blankets		
2 each	Pillows		
8 each	Towels and washclothes		
8 each	Bath blankets		
		Total	800
8 each	Water pitchers and glasses		20
4 each	Wash basins, autoclavable, polypropylene, 5 qt.		105
4 case	Emesis basins, 550 cc polypropylene		16
4 case	Urinals, polypropylene		38
1 case	Masks, P.F. 24, The Classic		64
1 case	Gloves, latex, exam, med.		22
1 case	Disposable gowns, full back		119
4 kits	Air Flate Splints		55.50
12 each	Cravets triangular bandages		1.50
1 box	4 x 4 flats		4
1 box	2 x 2 flats		2
1 case	Tape (assorted sizes)		48
2 case	2" gauze		18
2 case	1" gauze		13
2 case	4" gauze		24

Classroom Equipment

Quantity	Description	Cost
25	Student desks	71
1	Teacher desk	261
1	Teacher chair with casters	64
1	Podium	57
1	Non-chalk whiteboard (4' x 6')	115
1	Bulletin Board (4' x 6')	114
1	Wall mounted soap dispensers	7
1	Cabinet (storage) 65' x 37" x 25"	600
1	Wardrobe cabinet (closed base model)	700
1	Table for microscopes (science table)	181
7	Computers and word processors with printers	3,000 each
1	Television 20" color	800
1	VCR	600
1	Cart	160
1	Slide projector (kodak 5600)	665
1	Filmstrip projector (micromatic II w/remote control)	540
1	16mm projector	1,500
1	Projector cart	160
1	Overhead projector	262
2	Open shelves for books and references	467
1	Paper towel dispenser	29
1	Tape recorder and player	50
1	Typewriter	1,000
3	Four drawer file cabinet	270

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Red Cross Multi-Media First Aid Workbook.

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Being a Nursing Assistant, Robert J. Brady Company, Prentice-Hall Company, Bowie, Maryland, 20715.

VCR Tapes

Wihnyk, Robert and Worth, Richard, Your Body, (Series One and Two) Focus Media, Inc., 839 Stewart Avenue, Garden City, New York, 11530.

Computer Software

The Human Systems, Focus Media, Inc., 839 Stewart Avenue; Garden City, New York, 11530.

Student Competency Profile for
Health Careers II (Grade 12)
(Nursing Program)

A (✓) in the parenthesis beside each competency indicates mastery.

I. MEDICAL TERMINOLOGY

( ) Medical terminology of body system and speciality area of nursing practice

II. ANATOMY AND PHYSIOLOGY

( ) Identify simple anatomy, physiology and pathophysiology of the following body systems

( ) Digestive
( ) Urinary
( ) Endocrine
( ) Reproductive
( ) Nervous/special senses

( ) Identify anatomy pertaining to pregnancy and childbirth

III. HEALTH CARE PAST AND PRESENT

( ) Support philosophies of health care

IV. COMMUNICATION SKILLS

( ) Complete inter-departmental requisitions

) Disseminate reports to appropriate units

( ) Effective modes of communication with patients having difficulty

( ) Translate medical terms into a language that a patient can understand

V. ETHICAL-LEGAL

( ) Methods to prevent exposing self and others to legal problems

( ) Report questionable activities of self and others to supervisors

( ) Define legal terminology specific to health care

( ) Ethical/moral and cultural idealogies common in today's society

VI. FIRST AID AND EMERGENCY CARE

( ) BCLS re-certification AHA course "C" standards

( ) Provide emergency care for trauma of all body systems

( ) Perform head to toe patient assessment

VII. VITAL SIGNS

( ) Report vital signs that are significant to disease process or deteriorating condition

( ) Demonstrate repetition of vital signs that are questionable or abnormal

VIII. INFECTION CONTROL AND ASEPSIS

( ) Communicate terms related to asepsis

( ) Identify defense mechanisms against disease

( ) Categorize infections agents and their modes of transmission

( ) Utilize procedures for infection control

( ) Verbalize the rules of sterile techniques

( ) Apply sterile gloves and gowns according to surgical technique

IX. SAFETY AND MOBILITY

( ) Care for patient during seizure

( ) Administer range of motion

( ) Assist with walking with support devices

X. HEALTH CAREER MATH

( ) Convert English and metric measurements

XI. NUTRITION

( ) Identify common diets related to alterations in health

XII. PERSONAL CARE SKILLS

( ) Operate special beds

( ) Inventory patient's possessions

( ) Store patient's possessions in safe

( ) Demonstrate patient restraint methods curing nursing procedure

( ) Administer post-operative care

( ) Administer enemas

( ) Prepare skin for aseptic techniques

( ) Utilize hot/cold therapies

( ) Give ostomy care

( ) Insert rectal tubes

( ) Admit and discharge patient

( ) Sterilize equipment/supplies

( ) Perform beginning assessment skills

HEALTH CAREERS II

ESSENTIAL ELEMENTS

Competencies	Medical Terminology to Body Systems of Nursing Practice	Simple Anatomy, Physiology and Pathophysiology	Anatomy Pertaining to Pregnancy and Childbirth	Philosophies of Health Care	Disseminate Reports to Appropriate Units	Modes of Communication with Patients	Translate Medical Terms into Common Language	Methods to prevent Exposing Self and Other to Legal Problems	Reporting Questionable Activities of Self and Others	Legal Terminology Specific to Health Care	Ethical, Moral, and Cultural Ideologies in Today's Society	BCLS-Re-Certification AHA Courses, C Standards	Emergency Care for Trauma of All Body Systems	Head to Toe Patient Assessment
apply concepts of good interpersonal and patient relationships;						X								
recognize skills and educational requirements for entrance into selected health care specialties;														
practice safe procedures for patients, co-workers, and self;														
practice good grooming and personal hygiene as appropriate in the health care industry;														
practice ethical and legal behavior and appropriate work habits in the workplace;				X				X	X	X	X			
relate medical asepsis to infection control;														
review current first aid and CPR procedures to be applied in emergency situations;												X	X	X
review techniques and normal parameters of vital signs;														
review and identify anatomy, physiology, and pathophysiology of the body systems;		X	X											
recognize the components of community health resources;														
convert temperature, weights, and measures to metric systems;														
identify the different systems that finance the cost of health care;														
identify factors of effective working relationships and responsibilities to employers and co-workers;														
utilize basic medical terminology relevant to the health care industry;	X					X								
demonstrate correct telephone skills;														
utilize or demonstrate communication equipment specific to health occupations;					X									
Concepts and skills. The student shall be provided the opportunity to learn concepts and skills necessary to the specific occupation being taught.														

HEALTH CAREERS II

ESSENTIAL ELEMENTS

Competencies Continued	Vital Signs Significant to Disease Process	Repetition of Vital Signs that are Questionable or Abnormal	Terms related to Asepsis	Defense Mechanisms Against Disease	Infection Agents and Modes of Transmission	Procedures for Infection Control	Rules of Sterile Technique	Applying Sterile Gloves and Gowns	Administer Range of Motion	Assist with Walking with Support Devices	Convert English and Metric Measurements	Diets related to Alterations in Health	Operate Special Beds	Inventory Patient Possessions
apply concepts of good interpersonal and patient relationships;														
recognize skills and educational requirements for entrance into selected health care specialties;														
practice safe procedures for patients, co-workers, and self;														
practice good grooming and personal hygiene as appropriate in the health care industry;														
practice ethical and legal behavior and appropriate work habits in the workplace;														
relate medical asepsis to infection control;			X	X	X	X	X	X						
review current first aid and CPR procedures to be applied in emergency situations;														
review techniques and normal parameters of vital signs;	X	X												
review and identify anatomy, physiology, and pathophysiology of the body systems;														
recognize the components of community health resources;														
convert temperature, weights, and measures to metric systems;											X			
identify the different systems that finance the cost of health care;														
identify factors of effective working relationships and responsibilities to employers and co-workers;														
utilize basic medical terminology relevant to the health care industry;														
demonstrate correct telephone skills;														
utilize or demonstrate communication equipment specific to health occupations;														
Concepts and skills. The student shall be provided the opportunity to learn concepts and skills necessary to the specific occupation being taught.									X	X		X	X	X

HEALTH CAREERS II

ESSENTIAL ELEMENTS

Competencies Continued	Store Patient's Possessions in Safe	Patient Restraint Methods	Administer Post-Operative Care	Administer Enemas	Prepare Skin for Aseptic Techniques	Utilize Hot/Cold Therapies	Give Ostomy Care	Insert Rectal Tubes	Admit and Discharge Patient	Sterilize Equipment and Supplies	Perform Beginning Assessment Skills	Care for Patients During Seizures	Complete Inter-departmental Requisitions	
apply concepts of good interpersonal and patient relationships;														
recognize skills and educational requirements for entrance into selected health care specialties;														
practice safe procedures for patients, co-workers, and self;														
practice good grooming and personal hygiene as appropriate in the health care industry;														
practice ethical and legal behavior and appropriate work habits in the workplace;														
relate medical asepsis to infection control;										X				
review current first aid and CPR procedures to be applied in emergency situations;												X		
review techniques and normal parameters of vital signs;														
review and identify anatomy, physiology, and pathophysiology of the body systems;														
recognize the components of community health resources;														
convert temperature, weights, and measures to metric systems;														
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identify factors of effective working relationships and responsibilities to employers and co-workers;														
utilize basic medical terminology relevant to the health care industry;														
demonstrate correct telephone skills;														
utilize or demonstrate communication equipment specific to health occupations;													X	
Concepts and skills. The student shall be provided the opportunity to learn concepts and skills necessary to the specific occupation being taught.	X	X	X	X	X	X	X	X	X		X	X		

Procedural Plan for Verification of Competency Mastery at the Secondary Level

Introduction:

The overall goal of this model "2+2" Articulated Health Occupations Project is to develop a training program that will link the last two years of secondary and the first two years of postsecondary training to prepare students for employment in one or more occupations in health careers.

Concerns:

As this project has been developed there have been questions on the part of some postsecondary nursing program personnel, as to the ability of the Non-RN instructors in secondary vocational health occupations programs, being qualified to teach and verify mastery of competencies for the RN curriculum.

This procedural plan outlines the processes for the teaching, testing and verification of mastery for both the cognitive and psychomotor competencies for this model "2+2" Articulated Curriculum for the Registered Nurse.

Curriculum Format:

Basic level knowledge and skills will be taught from a validated list of competencies in grades 11 and 12. These competencies have been assigned to courses on an "easy to difficult", simple to complex arrangement.

The courses that constitute the RN curriculum are established on the career-ladder concept; in that students must complete the courses in sequences, or take concurrently and demonstrate mastery of the competencies in each course(s) before moving on the next level. The curriculum is designed to provide exit points for the nurse aide (grade 12) and the LVN (Grade 13).

Methods of Instruction

Instructional modes will consist of the following:

1. Classroom lecture/audio/guest professional speakers
2. Classroom laboratory
3. Individualized study
4. Clinical rotation and/or cooperative (grade 11)
5. Clinical supervision and/or cooperative (grade 12)

Validating Mastery of Competencies:

Competencies in the basic course outlines have been identified as knowledge (cognitive) and performance (psychomotor).

It is recommended that the secondary health careers instructor, as certified by the Texas Education Agency, teach and administer the knowledge tests and verify mastery of the cognitive competencies on the individual student competency profile.

The performance or psychomotor competencies are to be verified for mastery utilizing the performance evaluation criteria by the clinical or cooperative supervising nurse, which will be recorded on the individual student competency profile.

The individual student competency profile will become a part of the student's "2+2" cumulative file and will move with the student as she/he moves to the next sequential course.

Rationale:

Secondary health careers instructors meeting the Texas Education Agency certification requirements for the Provisional Vocational Health Occupations certificate have the knowledge and expertize to teach and verify mastery of the basic cognitive concepts, skills and theories as defined for the grade 11 and 12 secondary courses.

Performance Evaluation Criteria

Terminal Performance Objective:

Performs competency with accuracy or prescribed specifications	Satisfactory	Unsatisfactory
Performs competency within appropriate time period	Satisfactory	Unsatisfactory
Demonstrates knowledge required for performing competency	Satisfactory	Unsatisfactory
Observes all safety procedures	Satisfactory	Unsatisfactory
Complies with ethics of profession	Satisfactory	Unsatisfactory
Demonstrates problem solving abilities	Satisfactory	Unsatisfactory
Uses appropriate equipment/supplies	Satisfactory	Unsatisfactory
Uses equipment/supplies correctly	Satisfactory	Unsatisfactory

Student(s) must receive a satisfactory rating on all criteria to demonstrate mastery.

Comments:

Supervisor's Signature _____ Date _____